

## Indiana State Professional Development Grant

### **Project Abstract**

The purpose of the Indiana State Personal Development Grant (IN-SPDG) is to construct a professional learning framework that will support systemic educational change throughout the State of Indiana. This will be accomplished through the creation of demonstration sites and statewide capacity building activities focused on a Response to Intervention (RtI) model for providing School-Wide Positive Behavior Support.

School-Wide Positive Behavior Support is a research-based framework designed to provide a school climate where academic and behavioral needs of all students are met. This framework teaches staff to clearly define and teach behavioral expectations, monitor and acknowledge appropriate behavior, and analyze and utilize data to make informed decisions about learning and behavior. The focus for this project will be on behavior and social-emotional domains relevant to academic and behavioral outcomes.

The Indiana Department of Education (IDOE) will partner with an Institution of Higher Education (IHE), selected through a competitive process, to assist in the development and implementation of this important project. The chosen IHE will support the selection and participation of demonstration sites through a direct and consistent working relationship. Approximately six demonstration sites will be selected—Example: one elementary and one secondary level building will be identified in each of the three regions of the state (North, Central and South).

The IHE will maintain collaborative efforts within a network of organizations through the establishment of Indiana Resource Centers for Improvement Activities (INRCIAs). These centers are designed to assist local educational agencies (LEAs) and schools in reforming and improving their supports and services for children with disabilities in order to meet the unique needs of these students and to improve their educational outcomes. In addition, IN\*SOURCE is a parent network organization that will become an integral partner in the work of this grant through their active participation with the management team, creating and delivery of information to parents, and engagement at the model sites.

Training and professional development provided under this grant will be delivered at the model sites and through the use of web technology managed by the selected IHE. In addition to project evaluation provided by the IHE, the IDOE intends to engage consultants to provide an external evaluation of the project outcomes.

#### ACTIVITIES TO BE ADMINISTERED BY THE IDOE:

1. Management of contractual agreements
2. Internal evaluation of progress of contractors
3. Provision of state website for dissemination
4. Collection and analysis of state data
5. Facilitation of Stakeholder involvement

#### ACTIVITIES TO BE COMPLETED BY (IN\*SOURCE):

1. Engagement at model sites in data collection and community involvement
2. Creation, identification and dissemination of information to parents.

#### ACTIVITIES TO BE SUBGRANTED TO THE SELECTED IHE:

1. Hiring of the Project Manager, Implementation Coaches and support staff
2. Selection and dissemination of PBI training information for state availability
3. Identification or development of assessment instrumentation for PBS
4. Direct coaching to model sites
5. Provision of training and professional development experiences statewide
6. Establishment of a network foundational to scaling up best practices
7. Engagement in action research, publication, and dissemination

#### ACTIVITIES TO BE SUBCONTRACTED:

1. Expert consultation
2. Key presentation engagements
3. External review

### **Project Goals and Objectives**

The IN-SPDG is aligned with the vision and action plan of the current administration (<http://www.doe.in.gov/actionplan/>) under Dr. Tony Bennett, Indiana Superintendent of Public Instruction. In addition to contributions made to Indiana's Action Plan, the IN-SPDG has identified the following set of expected outcomes that will guide the work of the project. These goals and objectives will be achieved through a collaborative effort of the IDOE, the selected IHE, participating LEAs, IN\*SOURCE, and the INRCIA network.

#### **1) Increased capacity of leadership teams at the state, LEA and school levels that will result in increased student achievement from preschool through high school.**

- a. Increase Indiana's training and technical assistance capacity to provide leadership team training at the SEA and LEA levels.
- b. Coordinate and align leadership training activities in Indiana through increased collaboration with Indiana's professional leadership associations.
- c. Provide training to family members and school staff to more effectively engage in leadership, decision making, and school improvement activities to support student achievement.

**2) Increased knowledge and skills necessary to implement an effective system of assessment and progress monitoring within a data-based decision making process that will result in increased student achievement from preschool through high school.**

- a. Provide training and technical assistance that will facilitate statewide implementation of problem solving and data-based decision making at the LEA, school, grade and student levels.
- b. Provide training and technical assistance to strengthen the use of student assessment and progress monitoring data for instructional and intervention delivery to support academic, behavioral, and social-emotional outcomes.
- c. Support the utilization of data management technology for data-based decision making.

**3) Increased knowledge and skills necessary to provide an evidence-based, culturally responsive core curriculum and a continuum of effective educational interventions and extensions that will result in increased student achievement from preschool through high school.**

- a. Provide training and technical assistance that will facilitate statewide implementation of culturally responsive school-wide positive behavior support practices that are based on scientific research.
- b. Provide training and technical assistance that will facilitate the use of evidence-based instructional practices (e.g. differentiated instruction, co-teaching, peer-assisted learning) in Indiana's schools.
- c. Identify and disseminate evidence-based practices from participating exemplary demonstration sites in a variety of formats including site visitations, conference presentations, web-based modules, virtual classrooms, etc.

**4) Improved system-level partnerships and collaborations among families, schools, community and state agencies and technical assistance providers.**

- a. Provide training and technical assistance to LEAs to strengthen family, school community partnerships as a means to increase student achievement.
- b. Ensure that family and school partnerships are an integral component of Indiana's Action Plan (<http://www.doe.in.gov/actionplan/>).
- c. Coordinate and disseminate information related to family, school, community partnership activities and resources in Indiana through increased collaboration with agencies devoted to education and family support and the IDOE website.